

Consider your classroom programme in relation to the mathematics framework

This activity is intended to support teachers to become more familiar with the mathematics framework. It supports teachers to consider the relationship between their mathematics programmes and the framework.
It can be carried out by teachers across the school, or by a syndicate or smaller group of teachers.

The resources referred to in this activity can be found in the resources column at <https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-mathematics-framework/>.

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| **1.** | **Consider a recently completed mathematics unit of work** |
| Think about a mathematics unit of work or a cross-curriculum unit that included mathematics that you recently used with your class.  |
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| **What strand/s and AOs?** |  | **Record your response** |
| Which strand/s and AOs did the unit of work address? |  |  |
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| **What learning activities?** |  | **Record your response** |
| List the mathematics learning activities that your learners experienced in the unit.  |  |  |

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| **2.** | **Turning to the mathematics framework** |
| In pairs, read and discuss the webpage *Understanding the mathematics framework*.Also read the more info resource *A rationale for the eight aspects in the mathematics framework* to understand how the aspects were selected and the big ideas that underpin each aspect. Together, discuss what was new for you, or what you need to know more about. |
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| **What do you need to know more about …**  |  | **Record your responses** |
| Which (if any) aspects in the mathematics framework do you want to learn more about? |  |  |
| **3.** | **Positioning your classroom programme on the mathematics framework** |
| In the first part of this task you identified the strands and AOs from the curriculum that were addressed in a recent unit of work. You also listed the teaching and learning activities included in the unit. Identify the aspect(s) that are the best match for your unit of work. Read the big ideas for the aspect(s) and identify the signposts that reflect the concepts, skills or strategies included in the unit. Share your analysis witha colleague. |
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| **What to do …**  |  | **Record your answers** |
| Which aspect(s) and which signposts does your unit of work address?  |  |  |

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| **4.** | **Reflect on the illustrations in the identified signposts** |
| Each illustration within a set is designed to describe a different element of student expertise, so no parallel problems or tasks are included. This ensures that the minimum numbers of illustrations are used to describe expertise and increases manageability for teachers. It also ensures that a comprehensive view of student expertise is provided. For example, in the additive thinking signposts, illustrations address addition, subtraction and various problem types (start unknown, change unknown etc). Look at the illustrations included in the signposts that you identified in (3). Do the teaching and learning activities included in your unit of work cover similar concepts, knowledge and skills?  |
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| **What to do …**  |  | **Record your answers** |
| Do your activities cover the breadth of the understandings shown in the range of illustrations at the signposts?If not, what is missing?Do your activities address understandings not illustrated within the signposts? If yes, what are they? |  |  |